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The tenth annual study in a series of analyses of class size in the Florida State University. The studies were made to assist the university administrators in appraising current policies and practices regarding class size, current utilization of instructional space, and the effectiveness of the use of teaching time. The study analyzes quantitatively both group and individual instruction. Four categories of individual instruction are considered in the analyses: (1) directed individual study for undergraduate students; (2) directed individual study for graduate students; (3) graduate study-papers, theses, and dissertations; and (4) individual experience-type instruction (e.g., internships).

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AN ANALYSIS OF CLASS SIZE

in the

FLORIDA STATE UNIVERSITY

Fall Semester, 1962

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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Office of
INSTITUTIONAL RESEARCH AND SERVICE
Florida State University

AN ANALYSIS OF CLASS SIZE IN THE FLORIDA STATE UNIVERSITY: FALL SEMESTER, 1962

Prepared in the
Office of Institutional Research and Service
Florida State University
March, 1963

AN ANALYSIS OF CLASS SIZE IN THE FLORIDA STATE UNIVERSITY: FALL SEMESTER, 1962[1]

INTRODUCTION

This study is the tenth in a series of analyses of class size in the Florida State University made annually by the Office of Institutional Research and Service. The studies have been made to assist Florida State University administrators (especially deans and department heads) in the appraisal of (1) current policies and practices regarding class size, (2) current utilization of instructional space, and (3) the effectiveness of use of teaching time.

It has been the intent of this study to analyze quantitatively two types of instruction: (1) group instruction in which students are taught in regular classes on a regular schedule and (2) individual instruction. Because there is no adequate uniformity of practice or of course numbering it has not always been possible to distinguish between these two types of instruction on the basis of course number alone. In these cases it has been necessary to exercise judgment in classifying certain courses. Although an honest effort has been made to make valid judgments it is possible that some of these judgments may have been in error.[2] As a result, the findings of this report must be regarded as approximations. It is believed, however, that the data here presented reflect conditions very close to the true situation.

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[1]Prepared in the Office of Institutional Research and Service, Florida State University. OIRS acknowledges with gratitude the assistance of the Office of the Registrar in the development of this study.

[2]It has not been feasible to footnote every case in which a judgment has been made.

In the analysis of group instruction, effort has been made to determine in each case the number of students meeting in one room with one teacher at one given time. It is not unusual practice in the Florida State University for students in different but related course registrations (e.g., different course registrations in Art, Art Education, and the like) to meet together. Since actual class size rather than course registrations has been the focal point of this study every attempt has been made to identify these "multi-registration" classes.

It has seemed desirable to identify and consider four separate categories of individual instruction: (1) directed individual study for undergraduate students; (2) directed individual study for graduate students; (3) graduate study-papers, theses, and dissertations; and (4) individual experience-type instruction (e.g., internship, undergraduate honors project, practicum in guidance). The number of students registered in each of these types of courses has been recorded.

GROUND RULES

It has been suggested that certain difficulties and problems have been encountered during the progress of this study.[1] Because of these difficulties and problems it has been necessary to establish certain ground rules. Among the ground rules used in this study are the following:[2]

a. A class formed from students registered in two or more departments or schools was counted as one class and credited to the department or school which furnished the teacher or leader of the class.

b. When registrations in courses of two or more levels were combined as one class, the class was assigned to the level of the course which furnished the larger (or largest) number of registrations.

---

[1]Certain of the problems encountered in this study are enumerated in the Appendix.

[2]It has not been feasible to establish ground rules to cover all cases. In some cases judgment had to be exercised.

c. Laboratory sections listed in the class recapitulation as distinct from lecture sections were counted as separate classes.

d. Courses at the 400 level were counted as undergraduate courses in all cases--even though a substantial number or majority of the students in the course were graduate students. The rationale was that these courses were designed primarily for undergraduate students.

e. Students registered for directed individual study courses who met with regular classes were counted as parts of these classes and not as DIS students. Hence, it is believed that the number of DIS students indicated in each category represents the minimum number who were actually engaged in directed individual study.

f. Single registrations in courses which seemed to be designated (by number) to be taught as classes were counted as classes. The number of such cases was small.

g. Registrations for courses in which instruction was conducted on an individual basis were classified as individual instruction even though the course numbers seemed to indicate class registrations (e.g., Botany 555-6-7, Chemistry 551-2-3-4, Physiology 551-2-3-4 and 561-2-3).

h. Private lessons in music were counted as individual instruction even though the course numbers seemed to indicate class registrations.

i. In general, registrations in internship courses were counted as individual instruction.

j. "M" or modified courses which met with regular classes were counted as parts of those classes. When, however, those registered for the "M" or modified course met as a separate class the "M" or modified course was counted as a distinct class.

k. Off-campus (e.g., Eglin Air Force Base) classes and classes taught through FICUS were not included in this class-size analysis.

THE FINDINGS

The findings of the study are summarized in Tables 1-14 which follow. The tables are self explanatory.

TABLE 1

ANALYSIS OF CLASS SIZE, FALL SEMESTER, 1962
Florida State University
COMPARISON OF AVERAGE CLASS SIZES AND EXTENT OF SMALL CLASSES, 1961 AND 1962
(Undergraduate Level Only)

SCHOOL OR COLLEGE	FALL SEMESTER, 1961				FALL SEMESTER, 1962			
	Mean Size	Total Classes	Small Classes[1]	Percentage of Small Classes	Mean Size	Total Classes	Small Classes[1]	Percentage of Small Classes
Arts and Sciences	33.3	972	88	9.1%	33.3	999	107	10.1%
Business	29.0	162	11	6.8	25.6	159	24	15.1
Education	27.2	279	29	10.4	25.7	271	29	10.7
Home Economics	21.4	56	11	19.6	23.6	58	7	12.1
Library	36.5	21	0	0.0	37.5	22	0	0.0
Music	24.3	89	37	41.6	24.3	90	42	46.7
Nursing	15.0	24	9	37.5	15.7	26	11	42.3
Social Welfare	37.8	21	0	0.0	35.8	26	2	7.8
Inter-Divisional (Human Development)	----	----	---	----	----	----	---	----
ENTIRE UNIVERSITY	30.8	1624	185	11.4%	30.3	1651	222	13.4%

[1]Classes enrolling less than 12 students. Does not include individual instruction of any kind.

TABLE 2

ANALYSIS OF CLASS SIZE, FALL SEMESTER, 1962
Florida State University
EXTENT OF INDIVIDUAL INSTRUCTION
(Shown as Number of Student Registrations)

SCHOOL OR COLLEGE	Undergrad. DIS	Graduate DIS	Grad. Papers and Theses	Internship and Other Indiv. Instr.	Total-All Indiv. Instruc.	Total-All Instruc..	Percentage of Indiv. Instruction
Arts and Sciences	40	109	148	80	377	35142	1.1%
Business	4	2	0	0	6	4182	0.1
Education	2	33	41	596	672	8118	0.8
Home Economics	0	4	21	0	25	1477	1.7
Library	0	0	0	5	5	1171	0.4
Music	0	21	22	753[1]	796	3080	2.6
Nursing	0	0	0	0	0	408	0.0
Social Welfare	0	11	5	6	22	1736	1.3
Inter-Divisional (Human Development)	0	1	0	0	1	16	6.0
ENTIRE UNIVERSITY	46	181	237	1440	1904	55330	3.4%

[1]730 are individual (private) music lessons; 23 are internships.

[2]Omitting the 730 registrations for individual (private) music lessons the percentage of individual instruction drops to 2.1%. Omitting all individual (private) music lessons (730) and all registrations for internships and practicums (552)--a total of 1282 altogether--the percentage of individual instruction drops to 1.1%.

TABLE 3

ANALYSIS OF CLASS SIZE, FALL SEMESTER, 1962

Florida State University

Instructional Unit:

ENTIRE UNIVERSITY

NUMBER OF STUDENTS	LOWER LEVEL (0-200) N	%	UPPER LEVEL (300-400) N	%	GRAD. LEVEL (500-600) N	%	ALL LEVELS (0-600) N	%	UNDERGRAD. ONLY (0-400) N	%
1-4	7	0.7%	32	4.7%	57	23.4%	96	5.1%	39	2.4%
5-7	17	1.7	32	4.7	40	16.3	89	4.7	49	3.0
8-11	47	4.8	87	12.9	45	18.4	179	9.4	134	8.1
12-15	60	6.2	64	9.5	28	11.5	152	8.0	124	7.5
16-19	74	7.6	87	12.9	18	7.4	179	9.4	161	9.8
20-24	144	14.8	88	13.0	14	5.7	246	13.0	232	14.1
25-29	153	15.7	82	12.1	22	9.0	257	13.6	235	14.2
30-34	137	14.0	63	9.3	3	1.2	203	10.7	200	12.1
35-39	111	11.4	53	7.8	5	2.0	169	8.9	164	9.9
40-44	86	8.8	35	5.2	1	0.4	122	6.4	121	7.3
45-49	47	4.8	22	3.3			69	3.6	69	4.2
50-74	47	4.8	22	3.3	10	4.1	79	4.2	69	4.2
75-99	11	1.1	6	0.9	1	0.4	18	1.0	17	1.0
100-149	13	1.3	2	0.3			15	0.8	15	0.9
150-200	13	1.3					13	0.7	13	0.8
Over 200	9	0.9					9	0.5	9	0.5
TOTAL CLASSES	976	99.9%	675	99.9%	244	99.8%	1895	100.0%	1651	100.0%

CENTRAL TENDENCY OF CLASS SIZE

LEVEL	MEAN	MEDIAN
Lower	34.8	29.0
Upper	23.7	21.5
Graduate	14.0	9.7
ALL Levels	28.2	24.6
Undergraduate Only	30.3	26.3

EXTENT OF INDIVIDUAL INSTRUCTION

COURSE	STUDENTS
Undergrad. DIS	46
Graduate DIS	181
Grad. Papers and Theses	237
Internship and Other Individual Instruction	1440
TOTAL	1904

TABLE 4

ANALYSIS OF CLASS SIZE, FALL SEMESTER, 1962

Florida State University

Instructional Unit:

COLLEGE OF ARTS AND SCIENCES

NUMBER OF STUDENTS	LOWER LEVEL (0-200) N	%	UPPER LEVEL (300-400) N	%	GRAD. LEVEL (500-600) N	%	ALL LEVELS (0-600) N	%	UNDERGRAD. ONLY (0-400) N	%
1-4	1	0.1%	15	5.3%	33	26.2%	49	4.4%	16	1.6%
5-7	9	1.3	9	3.2	29	23.0	47	4.1	18	1.8
8-11	28	3.9	45	16.1	25	19.8	98	8.7	73	7.3
12-15	44	6.1	31	11.1	12	9.5	87	7.7	75	7.5
16-19	49	6.8	36	12.9	8	6.3	93	8.3	85	8.5
20-24	106	14.7	36	12.9	3	2.4	145	12.9	142	14.2
25-29	110	15.3	28	10.0	9	7.1	147	13.1	138	13.8
30-34	99	13.8	24	8.5	1	0.8	124	11.0	123	12.3
35-39	92	12.8	19	6.8	1	0.8	112	10.0	111	11.1
40-44	59	8.2	16	5.7	1	0.8	76	6.7	75	7.5
45-49	42	5.8	7	2.5			49	4.4	49	4.9
50-74	39	5.4	13	4.6	3	2.4	55	4.9	52	5.2
75-99	7	1.0			1	0.8	8	0.7	7	0.7
100-149	13	1.8	1	0.4			14	1.2	14	1.4
150-200	12	1.7					12	1.1	12	1.2
Over 200	9	1.3					9	0.8	9	0.9
TOTAL CLASSES	719	100.0%	280	100.0%	126	99.9%	1125	100.0%	999	99.9%

CENTRAL TENDENCY OF CLASS SIZE

LEVEL	MEAN	MEDIAN
Lower	37.3	30.1
Upper	22.9	19.9
Graduate	12.0	7.7
ALL Levels	30.9	26.0
Undergraduate Only	33.3	27.8

EXTENT OF INDIVIDUAL INSTRUCTION

COURSE	STUDENTS
Undergrad. DIS	40
Graduate DIS	109
Grad. Papers and Theses	148
Internship and Other Individual Instruction	80
TOTAL	377

TABLE 5

ANALYSIS OF CLASS SIZE, FALL SEMESTER, 1962

Florida State University

Instructional Unit:

SCHOOL OF BUSINESS

NUMBER OF STUDENTS	LOWER LEVEL (0-200) N	%	UPPER LEVEL (300-400) N	%	GRAD. LEVEL (500-600) N	%	ALL LEVELS (0-600) N	%	UNDERGRAD. ONLY (0-400) N	%
1-4			4	3.0%	6	42.9%	10	5.8%	4	2.5%
5-7	1	3.8%	4	3.0	1	7.1	6	3.5	5	3.1
8-11			15	11.3	4	28.6	19	11.0	15	9.4
12-15	1	3.8	9	6.8	1	7.1	11	6.4	10	6.3
16-19	4	15.4	22	16.5	2	14.3	28	16.2	26	16.4
20-24	2	7.7	18	13.5			20	11.5	20	12.6
25-29	4	15.4	14	10.5			18	10.4	18	11.3
30-34	7	26.9	18	13.5			25	14.4	25	15.7
35-39	6	23.1	16	12.0			22	12.7	22	13.8
40-44			7	5.3			7	4.0	7	4.4
45-49			3	2.3			3	1.7	3	1.9
50-74	1	3.8	1	0.8			2	1.2	2	1.3
75-99			2	1.5			2	1.2	2	1.3
100-149										
150-200										
Over 200										
TOTAL CLASSES	26	99.9%	133	100.0%	14	100.0%	173	100.0%	159	100.0%

CENTRAL TENDENCY OF CLASS SIZE

LEVEL	MEAN	MEDIAN
Lower	28.7	30.2
Upper	24.9	23.0
Graduate	8.1	7.5
ALL Levels	24.1	22.6
Undergraduate Only	25.6	24.4

EXTENT OF INDIVIDUAL INSTRUCTION

COURSE	STUDENTS
Undergrad. DIS	4
Graduate DIS	2
Grad. Papers and Theses	0
Internship and Other Individual Instruction	0
TOTAL	6

TABLE 6

ANALYSIS OF CLASS SIZE, FALL SEMESTER, 1962

Florida State University

Instructional Unit:

SCHOOL OF EDUCATION

NUMBER OF STUDENTS	LOWER LEVEL (0-200) N	%	UPPER LEVEL (300-400) N	%	GRAD. LEVEL (500-600) N	%	ALL LEVELS (0-600) N	%	UNDERGRAD. ONLY (0-400) N	%
1-4	1	0.8%	6	4.3%	8	21.6%	15	4.8%	7	2.6%
5-7	1	0.8	3	2.2	5	13.5	9	2.9	4	1.5
8-11	4	3.0	14	10.1	1	2.7	19	6.2	18	6.6
12-15	10	7.5	11	8.0	8	21.6	29	9.4	21	7.7
16-19	17	12.8	15	10.9	7	18.9	39	12.6	32	11.8
20-24	31	23.0	18	13.0	6	16.2	55	17.9	49	18.1
25-29	25	18.8	28	20.3	2	5.4	55	17.9	53	19.6
30-34	23	17.3	12	8.7			35	11.4	35	12.9
35-39	8	6.0	11	8.0			19	6.2	19	7.0
40-44	10	7.5	8	5.8			18	5.8	18	6.6
45-49	1	0.8	7	5.1			8	2.6	8	3.0
50-74	2	1.5	1	0.7			3	1.0	3	1.1
75-99			3	2.2			3	1.0	3	1.1
100-149			1	0.7			1	0.3	1	0.4
150-200										
Over 200										
TOTAL CLASSES	133	99.8%	138	100.0%	37	99.9%	308	100.0%	271	100.0%

CENTRAL TENDENCY OF CLASS SIZE

LEVEL	MEAN	MEDIAN
Lower	25.9	25.0
Upper	25.6	24.9
Graduate	12.6	13.8
ALL Levels	24.2	23.4
Undergraduate Only	25.7	24.9

EXTENT OF INDIVIDUAL INSTRUCTION

COURSE	STUDENTS
Undergrad. DIS	2
Graduate DIS	33
Grad. Papers and Theses	41
Internship and Other Individual Instruction	596
TOTAL	672

TABLE 7

ANALYSIS OF CLASS SIZE, FALL SEMESTER, 1962

Florida State University

Instructional Unit:

SCHOOL OF HOME ECONOMICS

NUMBER OF STUDENTS	LOWER LEVEL (0-200) N	%	UPPER LEVEL (300-400) N	%	GRAD. LEVEL (500-600) N	%	ALL LEVELS (0-600) N	%	UNDERGRAD. ONLY (0-400) N	%
1-4					5	41.7%	5	7.1%		
5-7			2	5.7%	1	8.3	3	4.3	2	3.4%
8-11			5	14.3	3	25.0	8	11.4	5	8.6
12-15	2	8.7%	3	8.6	3	25.0	8	11.4	5	8.6
16-19	1	4.3	7	20.0			8	11.4	8	13.8
20-24	4	17.4	7	20.0			11	15.7	11	19.0
25-29	10	43.5	2	5.7			12	17.1	12	20.7
30-34	4	17.4	4	11.4			8	11.4	8	13.8
35-39	1	4.3	3	8.6			4	5.7	4	6.9
40-44	1	4.3	2	5.7			3	4.3	3	5.2
45-49										
50-74										
75-99										
100-149										
150-200										
Over 200										
TOTAL CLASSES	23	99.9%	35	100.0%	12	100.0%	70	99.8%	58	100.0%

CENTRAL TENDENCY OF CLASS SIZE

LEVEL	MEAN	MEDIAN
Lower	26.5	26.8
Upper	21.6	19.9
Graduate	7.2	7.5
ALL Levels	20.7	20.9
Undergraduate Only	23.6	23.6

EXTENT OF INDIVIDUAL INSTRUCTION

COURSE	STUDENTS
Undergrad. DIS	0
Graduate DIS	4
Grad. Papers and Theses	21
Internship and Other Individual Instruction	0
TOTAL	25

TABLE 8

ANALYSIS OF CLASS SIZE, FALL SEMESTER, 1962

Florida State University

Instructional Unit:

LIBRARY SCHOOL

NUMBER OF STUDENTS	LOWER LEVEL (0-200) N	%	UPPER LEVEL (300-400) N	%	GRAD. LEVEL (500-600) N	%	ALL LEVELS (0-600) N	%	UNDERGRAD. ONLY (0-400) N	%
1-4										
5-7					4	33.3%	4	11.8%		
8-11			1	8.3%	1	8.3	2	5.9	1	4.5%
12-15										
16-19					1	8.3	1	2.9		
20-24			4	33.3	2	16.7	6	17.6	4	18.2
25-29			3	25.0	1	8.3	4	11.8	3	13.6
30-34			3	25.0			3	8.8	3	13.6
35-39	6	60.0%					6	17.6	6	27.3
40-44	3	30.0	1	8.3			4	11.8	4	18.2
45-49	1	10.0			3	25.0	4	11.8	1	4.5
50-74										
75-99										
100-149										
150-200										
Over 200										
TOTAL CLASSES	10	100.0%	12	99.9%	12	99.9%	34	100.0%	22	99.9%

CENTRAL TENDENCY OF CLASS SIZE

LEVEL	MEAN	MEDIAN
Lower	44.5	43.7
Upper	31.7	31.2
Graduate	28.4	24.5
ALL Levels	34.3	34.5
Undergraduate Only	37.5	39.5

EXTENT OF INDIVIDUAL INSTRUCTION

COURSE	STUDENTS
Undergrad. DIS	0
Graduate DIS	0
Grad. Papers and Theses	0
Internship and Other Individual Instruction	5
TOTAL	5

TABLE 9

ANALYSIS OF CLASS SIZE, FALL SEMESTER, 1962

Florida State University

Instructional Unit:

SCHOOL OF MUSIC

NUMBER OF STUDENTS	LOWER LEVEL (0-200) N	%	UPPER LEVEL (300-400) N	%	GRAD. LEVEL (500-600) N	%	ALL LEVELS (0-600) N	%	UNDERGRAD. ONLY (0-400) N	%
1-4	5	8.6%	7	21.9%	5	33.3%	17	16.2%	12	13.3%
5-7	6	10.3	9	28.1	3	20.0	18	17.1	15	16.7
8-11	13	22.4	2	6.3	6	40.0	21	20.0	15	16.7
12-15	2	3.4	3	9.4	1	6.7	6	5.7	5	5.6
16-19	2	3.4					2	1.9	2	2.2
20-24	1	1.7	6	18.8			7	6.7	7	7.7
25-29	3	5.2	1	3.1			4	3.8	4	4.4
30-34	4	6.9	1	3.1			5	4.8	5	5.6
35-39	4	6.9	1	3.1			5	4.8	5	5.6
40-44	9	15.5					9	8.6	9	10.0
45-49	1	1.7	1	3.1			2	1.9	2	2.2
50-74	3	5.2	1	3.1			4	3.8	4	4.4
75-99	4	6.9					4	3.8	4	4.4
100-149										
150-200	1	1.7					1	0.9	1	1.1
Over 200										
TOTAL CLASSES	58	99.8%	32	100.0%	15	100.0%	105	100.0%	90	99.9%

CENTRAL TENDENCY OF CLASS SIZE

LEVEL	MEAN	MEDIAN
Lower	29.8	24.5
Upper	14.3	7.5
Graduate	6.2	7.5
ALL Levels	21.8	10.8
Undergraduate Only	24.3	13.9

EXTENT OF INDIVIDUAL INSTRUCTION

COURSE	STUDENTS
Undergrad. DIS	0
Graduate DIS	21
Grad. Papers and Theses	22
Internship and Other Individual Instruction	753*
TOTAL	796

*730 are individual (private) music lessons; 23 are interns.

TABLE 10

ANALYSIS OF CLASS SIZE, FALL SEMESTER, 1962

Florida State University

Instructional Unit:

SCHOOL OF NURSING

NUMBER OF STUDENTS	LOWER LEVEL (0-200) N	%	UPPER LEVEL (300-400) N	%	GRAD. LEVEL (500-600) N	%	ALL LEVELS (0-600) N	%	UNDERGRAD. ONLY (0-400) N	%
1-4										
5-7			5	22.7%			5	19.2%	5	19.2%
8-11	1	25.0%	5	22.7			6	23.1	6	23.1
12-15			5	22.7			5	19.2	5	19.2
16-19	1	25.0	4	18.2			5	19.2	5	19.2
20-24										
25-29	1	25.0	3	13.6			4	15.4	4	15.4
30-34										
35-39										
40-44										
45-49										
50-74	1	25.0					1	3.9	1	3.9
75-99										
100-149										
150-200										
Over 200										
TOTAL CLASSES	4	100.0%	22	99.9%			26	100.0%	26	100.0%

CENTRAL TENDENCY OF CLASS SIZE

LEVEL	MEAN	MEDIAN
Lower	28.0	24.5
Upper	13.5	12.3
Graduate	----	----
ALL Levels	15.7	13.1
Undergraduate Only	15.7	13.1

EXTENT OF INDIVIDUAL INSTRUCTION

COURSE	STUDENTS
Undergrad. DIS	0
Graduate DIS	0
Grad. Papers and Theses	0
Internship and Other Individual Instruction	0
TOTAL	0

TABLE 11

ANALYSIS OF CLASS SIZE, FALL SEMESTER, 1962

Florida State University

Instructional Unit:

SCHOOL OF SOCIAL WELFARE

NUMBER OF STUDENTS	LOWER LEVEL (0-200) N	%	UPPER LEVEL (300-400) N	%	GRAD. LEVEL (500-600) N	%	ALL LEVELS (0-600) N	%	UNDERGRAD. ONLY (0-400) N	%
1-4										
5-7					1	3.7%	1	1.9%		
8-11	1	33.3%	1	4.3%	2	7.4	4	7.5	2	7.7%
12-15	1	33.3	1	4.3	1	3.7	3	5.7	2	7.7
16-19			3	13.0	1	3.7	4	7.5	3	11.5
20-24			3	13.0	4	14.8	7	13.2	3	11.5
25-29			2	8.7	9	33.3	11	20.7	2	7.7
30-34			1	4.3	1	3.7	2	3.8	1	3.9
35-39					4	14.8	4	7.5		
40-44	1	33.3	2	8.7			3	5.7	3	11.5
45-49			3	13.0			3	5.7	3	11.5
50-74			6	26.1	4	14.8	10	18.9	6	23.1
75-99			1	4.3			1	1.9	1	3.9
100-149										
150-200										
Over 200										
TOTAL CLASSES	3	99.9%	23	99.7%	27	99.9%	53	100.0%	26	100.0%

CENTRAL TENDENCY OF CLASS SIZE

LEVEL	MEAN	MEDIAN
Lower	21.0	13.5
Upper	37.7	37.0
Graduate	29.0	27.0
ALL Levels	32.3	27.9
Undergraduate Only	35.8	34.5

EXTENT OF INDIVIDUAL INSTRUCTION

COURSE	STUDENTS
Undergrad. DIS	0
Graduate DIS	11
Grad. Papers and Theses	5
Internship and Other Individual Instruction	6
TOTAL	22

TABLE 12

ANALYSIS OF CLASS SIZE, FALL SEMESTER, 1962

Florida State University

Instructional Unit:

HUMAN DEVELOPMENT

NUMBER OF STUDENTS	LOWER LEVEL (0-200) N	%	UPPER LEVEL (300-400) N	%	GRAD. LEVEL (500-600) N	%	ALL LEVELS (0-600) N	%	UNDERGRAD. ONLY (0-400) N	%
1-4										
5-7										
8-11										
12-15					1	100.0%	1	100.0%		
16-19										
20-24										
25-29										
30-34										
35-39										
40-44										
45-49										
50-74										
75-99										
100-149										
150-200										
Over 200										
TOTAL CLASSES					1	100.0%	1	100.0%		

CENTRAL TENDENCY OF CLASS SIZE

LEVEL	MEAN	MEDIAN
Lower	----	----
Upper	----	----
Graduate	15.0	15.0
ALL Levels	15.0	15.0
Undergraduate Only	----	----

EXTENT OF INDIVIDUAL INSTRUCTION

COURSE	STUDENTS
Undergrad. DIS	0
Graduate DIS	1
Grad. Papers and Theses	0
Internship and Other Individual Instruction	0
TOTAL	1

TRENDS IN CLASS SIZE: 1953-1962

This is the tenth in a series of analyses of class size in the Florida State University made over a period of ten years. A comparison of data indicates trends in class size in this University. Table 13 sets forth certain data concerning the size of undergraduate level (i.e., 100-400 level) classes over the period 1953-1962.

TABLE 13

COMPARATIVE DATA CONCERNING CLASS SIZE[1]
(Undergraduate Level Only)
Florida State University
1953 - 1962

YEAR	MEAN CLASS SIZE	TOTAL NUMBER CLASSES	NUMBER SMALL CLASSES[2]	PERCENTAGE SMALL CLASSES[2]
FALL SEMESTER, 1953	17.4	1549	330	21.3%
FALL SEMESTER, 1954	24.0	1179	233	19.8
FALL SEMESTER, 1955	26.8	1291	198	15.3
FALL SEMESTER, 1956	28.9	1248	161	12.9
FALL SEMESTER, 1957	27.5	1354	152	11.2
FALL SEMESTER, 1958	26.5	1464	208	14.2
FALL SEMESTER, 1959	28.0	1619	273	16.9
FALL SEMESTER, 1960	28.6	1605	208	13.0
FALL SEMESTER, 1961	30.8	1624	185	11.4
FALL SEMESTER, 1962	30.3	1651	222	13.4

It will be noted that the mean undergraduate class size increased steadily from 1953 to 1956. It then decreased slightly in 1957 and in 1958 but increased again in 1959, 1960, and 1961. In 1962 there was a slight decrease. In the fall of 1962 mean class size stood at 30.3.

The total number of classes has fluctuated considerably through the years of these studies. Although there were approximately 5290 more students enrolled

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[1]Does not include individual instruction of any kind.
[2]Classes enrolling fewer than 12 students.

in the University in the fall of 1962 than were enrolled in the fall of 1953 there were only 102 more undergraduate classes in the fall of 1962 than in the fall of 1953.

The number of small classes (i.e., classes enrolling fewer than 12 students) at the undergraduate level decreased sharply from 1953 to 1957--from 330 to 152, a 53.9 per cent decrease--but in the fall of 1959 increased again to 273 (an increase of 121 small classes over the fall of 1957). In the fall of 1960 this number fell to 208, a decrease of 65 from the fall of 1959. In the fall of 1961 the number fell to 185, a still further decrease of 23 from the fall of 1960. However, the number increased to 222 in the fall of 1962, an increase of 37 over the fall of 1961.

The percentage of small classes also declined steadily from the fall of 1953 to the fall of 1957--from 21.3 per cent to 11.2 per cent--but increased in the fall of 1959 to 16.9 per cent. In the fall of 1960 it stood at 13.0 per cent; in the fall of 1961 it fell to 11.4 per cent. In the fall of 1962, however, it increased again to 13.4 per cent.

It does not fall within the scope of this study to determine whether the number and percentage of small classes now stands at a defensible level. The situation perhaps bears continuous watching.

To be noted also are trends concerning the number of large classes in the Florida State University. In the fall of 1954 there were seven classes in the University each of which enrolled 75 or more students. The number of large classes (i.e., classes enrolling 75 or more students) increased to 17 in the fall of 1955, to 37 in the fall of 1956 and then decreased to 31 in the fall of 1958. The number in the fall of 1959 stood at 32, in the fall of 1960 at 33, in the fall of 1961 at 49, in the fall of 1962 at 55. In the fall of 1962 each of nine classes included more than 200 students.

TABLE 14

COMPARATIVE DATA CONCERNING EXTENT OF INDIVIDUAL INSTRUCTION
(Shown as Number of Student Registrations)

Florida State University
1954 - 1962

YEAR	Undergrad. DIS	Graduate DIS	Grad. Papers and Theses	Internship and Other Indiv. Instr.	Total-All Individual Instr.	Total-All Instr.	Percentage of Indiv. Instruction
FALL SEMESTER, 1954	159	139	89	---	----	------	---
FALL SEMESTER, 1955	134	136	76	657	1003	37106	2.7%
FALL SEMESTER, 1956	125	120	75	811	1131	39023	2.9
FALL SEMESTER, 1957	58	122	122	825	1127	39301	2.9
FALL SEMESTER, 1958	33	86	136	886	1141	41277	2.8
FALL SEMESTER, 1959	46	109	183	830	1168	45295	2.6
FALL SEMESTER, 1960	62	120	199	959	1340	48741	2.7
FALL SEMESTER, 1961	41	135	235	1045	1456	54460	2.7
FALL SEMESTER, 1962	46	181	237	1440	1904	55330	3.4

Table 14 sets forth data concerning the extent of individual instruction for the period 1954 to 1962. There was a sharp decrease in the number of students enrolled in 491 series and 591 series courses--from 298 in the fall of 1954 to 119 in the fall of 1958 (a 60.1 per cent decrease). In the fall of 1959, however, this number jumped back up to 155. In the fall of 1960 it inched up to 182 but in the fall of 1961 fell back slightly to 176. In the fall of 1962 the number jumped sharply to 227.

The decrease in the number of undergraduate directed individual study courses (i.e., 491 series courses) was especially noteworthy--from 159 in 1954 to 33 in 1958. In the fall of 1959, however, it increased again to 46 and in the fall of 1960 moved up to 62. In the fall of 1961 the number stood at 41 and in the fall of 1962 it increased only slightly to 46.

The number of registrations for graduate study-papers, theses, dissertations and individual experience-type instruction (e.g., internship, practicum in guidance, private music lessons) increased from 733 in the fall of 1955 to 1022 in the fall of 1958. In the fall of 1959 it fell slightly to 1013 but in the fall of 1960 it began climbing again and in the fall of 1961 had reached 1280. In the fall of 1962 the number climbed to the highest point ever, 1677. The total of all forms of individual instruction has mounted from 1003 student registrations in the fall of 1955 to 1904 student registrations in the fall of 1962. During this same period of time, however, the number of individual student registrations as a percentage of the total student registrations has fluctuated only within the narrow range of 2.6 per cent to 3.4 per cent.

CLASS SIZE IN THE FUTURE

The Florida State University has expended considerable effort during the past ten years to bring class size to realistic standards. Progress has undoubtedly been made. But where does the University stand now? Is it now

in a defensible position with regard to class size? Is the mean class size for undergraduate classes--30.3--at a desirable level? Is this number too large, too small, or about right? Is there a reasonable balance in class size? In the fall of 1962 the University has at the undergraduate level 222 classes each having fewer than 12 students. At the same time it has nine undergraduate classes each having more than 200 students, 37 classes each having 100 or more students, and 54 each having 75 or more students. Are these conditions defensible? The fall of 1962 still finds 46 students enrolled in 491 series courses and 181 students enrolled in 591 series courses, a total of 227. The total for all forms of individualized instruction now stands at 1904 student registrations or 3.4 per cent of all student registrations; both the total number and the percentage of all student registrations are the highest yet recorded. Do these figures approach desirable and realistic standards for directed individual instruction?

It does not fall within the scope of this study to provide answers to these and related questions. But with rapidly increasing enrollments, limited faculty resources, and limited budgets in prospect it seems reasonable to contend that these are problems with which the University will have to deal in the years that lie immediately ahead.

APPENDIX

APPENDIX

PROBLEMS ENCOUNTERED IN ANALYSIS OF CLASS SIZE

During the progress of this study of class size numerous problems have been encountered which militate against the highest degree of accuracy. The findings of this analysis must therefore be considered as approximations. It is believed, however, that the data here presented reflect conditions very close to the true situation.

Representative of the problems encountered during the course of the study are the following:

a. Registrations in the 491 and 591 series were handled in various ways. In some cases the registration indicated directed individual study (one student and one teacher meeting together at regular or irregular intervals with the major responsibility for progress resting with the student). In other cases students registered in these series met with students registered under entirely different course numbers. In some "classes" students met together who were registered in as many as six to ten different courses. How then should 491 and 591 series registrations be handled in a study of this kind?

b. Courses with dual listings (e.g., History 462-Classical Civilization 462) are difficult to handle in an analysis of this type. How should credit be assigned?

c. In some 400-level courses most (or even all) of the enrollees are graduate students. These courses, nevertheless, are counted as undergraduate courses. Is this correct procedure?

d. Different schools and departments use different numbers for internship courses. As a result it is not always easy to distinguish the internship courses. Would it be possible to use the same course number (e.g., Education 400, Library Science 400, and so on) for internship courses throughout the University?

e. Skill curricula such as art and music require many performance-type experiences, many on an individual basis. In order to get these performance-type experiences a given student may register under four to eight or more course numbers, all of which are designed to improve techniques and skills. Is there no simpler way of doing this? Why, for instance, could not a student take over a period of years as much as twelve to twenty or more hours of applied art or applied music under a single course number?